



12th March 2021

Dear Parents, Carers Year 11 Students

Re: GCSE and BTEC grading Arrangements 2021

It has been wonderful to welcome students back to school this week and we would like to commend the vast majority of Year 11, for the way they have engaged in remote provisions over the past months. We know this is a very anxious time for them and what students in exam groups desire most at this juncture is clarity and certainty regarding the process to be followed for the awarding of grades and the expectations on them in the coming weeks.

We are, therefore, writing to outline the process we will be following, our rationale for that process and to provide a timetable for how teacher assessed grades (TAGs) will be arrived at this summer. Following the publication by Ofqual of the arrangements for grading of this summer's GCSE and BTEC qualifications, we have been working in consultation with the Arthur Terry Learning Partnership (ATLP) and our own staff to provide a clear and robust process that will lead to pupils attaining the grades they deserve.

The information detailed in this letter is written under the assumption that we will now be back at school for the remainder of this academic year. Should circumstances change, we will review arrangements at that point and modify, if necessary, our plans.

Requirements of the Grading Process Provided by OfQual

Ofqual have specified that:

- Teacher assessed grades should be based on a range of evidence, which could include: exam style assessments, Non Examination Assessments (NEAs), classwork, such as red zones, and practical assessment.
- Teacher assessed grades will be based on the evidence available from your child's performance over the course.

Assessments

The school needs to be confident in the grading process it adopts. We want to ensure a robust process that is grounded in and draws upon best practice in teacher assessment. In line with the Ofqual guidance, we do not propose to hold full examinations this year. Rather, we intend to conduct two assessment periods between now and Friday 28th May, which will complement the existing evidence that subjects have up to this point. During each assessment period pupils will sit an assessment in each of their subjects. Each of these assessment series will be preceded by revision lessons and the assessments themselves will be on specific areas of the specification communicated in advance.



The advantages of such an approach are many:

- It provides a more defined targeted area of the specification to revise for.
- It enables subjects to design assessments in a consistent format, in line with exam board materials.
- The assessment windows will allow for a quality assurance exercise to ensure consistency in the process to arrive at teacher assessed grades, this will be both an internal process and there will be the opportunity for external moderation through Arthur Terry Learning Partnership.
- The process will support any exam board sampling, as exam boards have stated they will also conduct their own quality assurance procedures and may request from schools' evidence at a subject level, to ensure consistency in the awarding of grades between different schools.
- Schools need to provide evidence of how grades submitted to exam boards were arrived at.

How will the Assessment Series work?

- ✓ Your child's teacher are designing short assessments, to test the content most recently taught for Assessment Series 1
- ✓ Exam boards will be producing 'mini-assessment' materials that we can choose topics our students have covered. These materials will be produced at the end of March and will be used for Assessment Series 2.
- ✓ Where pupils are to be assessed, this will only be on work covered to date. No new content will be taught from this point onwards.
- ✓ Pupils with special access arrangements will have the opportunity to provide evidence from work that has allowed for/provided the necessary support for, their particular individual arrangements.
- ✓ Teaching revision lessons in the weeks leading up to the assessments and adding revision materials
- ✓ will be focused on the areas of specification being tested the following week, thus allowing for in class as well as at home preparation
- ✓ Assessments will be on clearly defined areas of the specification, so will therefore be shorter in length than a trial examination paper. Typically assessments will last 45-50 minutes.
- ✓ During the two week assessment periods, a timetable will be produced for assessments and lessons will not be taking place. This will be given to students very shortly and a copy sent home via email.
- ✓ Assessment will be carried out in supervised conditions in classrooms.
- ✓ BTEC courses are ongoing assessments and may not follow the assessment window calendar as above. Your child's teacher will inform them of key deadlines for work to be completed.



Week Beginning	Proposed in class activity
8th March	Reteach / Revision
15th March	Reteach / Revision
22nd March	IN SCHOOL ASSESSMENT SERIES 1
29th March	IN SCHOOL ASSESSMENT SERIES 1
EASTER HOLIDAYS	
19th April	Reteach / Revision
26th April	Reteach / Revision
3rd May	Reteach / Revision
10th May	Reteach/Revision
17th May	IN SCHOOL ASSESSMENT SERIES 2
24th May	IN SCHOOL ASSESSMENT SERIES 2
WHITSUN HOLIDAYS	
18th June	Final Teacher Assessed Grades submitted to exam boards

What can you do to support your child.

We will continue to upload our revision materials, power points of the lessons that are pertinent to the upcoming assessments and any other relevant materials on TEAMS. Please encourage your child to regularly check this and use it as part of their revision at home.

Today I have delivered an assembly to Year 11, which has been recorded and available on our website. The link is below if you want to go through this with your child.

https://thecoleshillschool.org/uploads/PDF/LettersParents/2020-2021/assembly_2_March_2021_Year_11_SJO_added.pdf

We will send out a message on Monday regarding after school revision lessons for some subjects that will be available to students if they wish to attend.

Please be reassured that the whole process is designed to positively support students to achieve the best possible outcome and if students engage fully with the process and undertake effective revision and preparation, they will have every opportunity to achieve their potential.



**THE
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Further Information and Questions

We hope the above has proved helpful in setting out the arrangements for assessment of teacher grades this summer.

If you do have any further questions, please e-mail myself and we will be more than happy to answer them.

Yours sincerely,

S Jordan

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